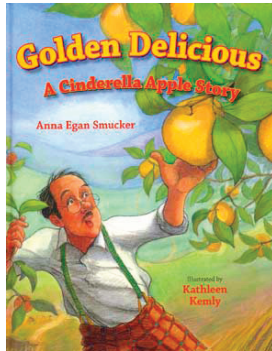


GOLDEN DELICIOUS: A CINDERELLA APPLE STORY

BY ANNA EGAN SMUCKER

CORE APPLE FACTS

- There are over 7,500 varieties of apples in the world. They come in different flavors, textures, smells and colors.
- Apples provide:
 - Fiber to promote a healthy gut and keep energy levels steady.
 - Potassium to help muscles contract, keep the heart and kidneys functioning, and regulate blood pressure.
 - Apple fibers to scrub the teeth, acting as a “toothbrush” to eliminate bacteria in the mouth.
 - Phytochemicals pronounced “fie-toe-KEM-ih-kuhls,” which may prevent heart disease and certain cancers.
- Apples are the second most valuable fruit grown in the United States. Oranges are first.
- California is ranked 4th in apple production in the USA.



GRADES: PreK - 5

READING LEVEL: 5.4

OBJECTIVES:

Students will be able to...

1. List 3 reasons eating locally grown food is beneficial.
2. Discuss 3 similarities and differences among apple varieties.

ABOUT THIS LESSON...

The Golden Delicious apple tree was discovered as a diamond in the rough, found in Anderson Mullins' apple orchard, amongst his almost barren apple trees during the fall of 1905 in Odessa, West Virginia. Most farmers were producing lackluster apples without a sweet flavor, juicy bite or plump feel to them. Meanwhile, The Stark Brother's Nursery and Orchards Company continued to dream of finding the perfect apple to showcase and be crowned the “Queen of the Apple World.” The book is based on a true story describing the wonderful adventure of how the Golden Delicious apple was discovered in the United States.

WHAT MAKES GOLDEN DELICIOUS “QUEEN OF THE APPLE WORLD?”

Review the significance of the Golden Delicious in the book. Have students ever heard of a Golden Delicious apple before reading the book? Explain that the term “Golden Delicious” refers to the variety of the apple. Ask students which apple varieties they are familiar with and which are their favorites. Red Delicious, Golden Delicious, Granny Smith, Gala, and Fuji may be the five most commonly consumed apples in the U.S. but they are not the only ones that are available! According to calapple.org the following varieties are grown in California:

- | | | |
|--------------------|-----------------|--------------------|
| • Braeburn | • Rome | • Fuji |
| • Pink Lady | • Senshu | • Red Delicious |
| • Pippin | • Jonagold | • Golden Delicious |
| • Gala | • Jonathan | • Gravenstein |
| • Ginger Gold | • Sierra Beauty | • Shinsei |
| • Red Granny Smith | • Sommerfeld | • McIntosh |
| • Granny Smith | • Sundowner | |



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LESSON CONT.

WHAT MAKES A GOOD OR BAD SEED?

The story follows the sequence of how the Golden Delicious is discovered to be one of the best apples ever tasted by the Stark Brothers Nursery. Ask students what descriptive words come to mind when they think of an apple. Using all the senses, students may utilize a Circle Map® to express their ideas. Brainstorm different delicious ways to use apples in everyday snacks, especially those that evoke the senses. Examples: baked apples with cinnamon and raisins, fresh sliced apples, apples and peanut butter, apple juice, applesauce, hot apple cider, apple pie, apple chunks in a green salad, and any other family favorites.

THE LONG JOURNEY TO FINDING THE BEST

The story illustrates how one of the Stark Brothers never gave up on his dream to find the best apple. Once Paul Stark received three Golden Delicious apples from Anderson Mullins Orchard, he traveled far distances to find out the source of this fabulous apple. Ask students if they know where their apple(s) come from? Explore the regions in California that produce apples: how far is it to travel to those places? Compare such distances to other apple growing regions.

Discuss with students some other benefits of eating apples that are grown locally:

1. TASTE & FRESHNESS

When eaten fresh, locally grown food may taste better than food shipped from long distances from other states or countries.

2. STRENGTHEN THE LOCAL ECONOMY

Buying local keeps your dollars in your community.

3. SUPPORT ENDANGERED FAMILY FARMS

Less than 1% of Americans now claim farming as their primary occupation. It's easy to see why farming is a vanishing career as today's farmer gets less than 10 cents of the retail dollar. Local farmers who sell directly to consumers do not have to pay someone to sell the food for them. Rather they receive full retail price to retain their farms.

4. PROTECT THE ENVIRONMENT

Local food doesn't have to travel far. This reduces harmful carbon dioxide emissions and packing materials. Buying local food also helps make farming more profitable, helping farmers retain their farms instead of

EXTENSION ACTIVITIES

- **Apple Tree Science:** Recap with students how the Stark Brothers eventually grew their own Golden Delicious apple orchard. How did they grow an orchard out of one tree branch?

According to California Agriculture in the Classroom (www.cfaitc.org), apple trees are often propagated through grafting. In the process of grafting, a portion of scion wood (a cutting from an existing apple tree) is surgically connected to the roots of another apple tree. Contact your local chapter of California Rare Fruit Growers to request a visit to teach the class how to graft their very own apple tree. Visit www.crfg.org for more information.

- **Create an persuasive argument:** Ask students to write an essay to persuade an audience why apples are nutritious and beneficial to the human body.
- **Determine the number of apples eaten** if one apple per day were consumed for each day of autumn.
- **What would happen to our bodies** if we ate no fruit at all?
- **Discuss other tree fruits.** Are they similar in nutrition to apples? What are similarities and differences? Are any other tree fruits in season during autumn?



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GOLDEN DELICIOUS: A CINDERELLA APPLE STORY

LESSON CONT.

CALIFORNIA CONTENT STANDARDS

Kindergarten: Reading Comprehension 2.3, Connect to life experiences the information and events in texts. 2.4 Retell familiar stories.

Grade One: Reading Comprehension 2.2 Respond to *who, what, when, where,* and *how* questions. 2.3 Follow one-step written instructions. 2.6 Relate prior knowledge to textual information. Writing 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. Life Science 2e Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

Grade Two: Reading Comprehension 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions. Listening and Speaking 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting) Life Sciences 2f Students know flowers and fruits are associated with reproduction in plants.

Grade Three: Reading Comprehension 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text.

Grade Four: Reading Comprehension 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. Literary Response and Analysis 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. Life Science 2a Students know plants are the primary source of matter and energy entering most food chains.

Grade Five: Reading Comprehension 1.0 Understand and explain the figurative and metaphorical use of words in context. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

selling the farmland for development. Look for signs or stickers on the apples at the store to determine the state where they were grown.

To research the range of California grown produce: www.californiagrown.org, www.cafarmersmarkets.com, and www.cafaitc.org.



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